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ABSTRACT

An overview of the elementary school review process used in North York (Ontario) is provided. School reviews, which are part of North York's Quality Assurance program, were piloted during 1987-88, when each family of schools' assistant superintendent identified one school to participate in a school review. The aim of the reviews was to collect data to recognize staff accomplishments and to help principals and staffs improve their school programs. A review committee was formed of representatives from each of the Federations, the Principals' Associations, and Educational Research and Evaluation Services. The 1987-88 review focused on the school plan, students, programs, and plant and facilities. During 1988-89, 20 elementary schools participated in the review. Ongoing advisory committees were formed for each school, and a team of supervisory officers conducted each school review during minimum 3-day visits. Teams conducted individual and group reviews with staff and administrators as well as parents and students, observed classroom activities and school facilities, and administered surveys to parents and teachers. Each team presented a report to the advisory committee, and the committee and principal developed an appropriate action plan. Guidelines for assistant superintendents and principals and objectives and topics of discussion of 1988-89 reviews are included. The parent and teacher surveys are included. (TJH)

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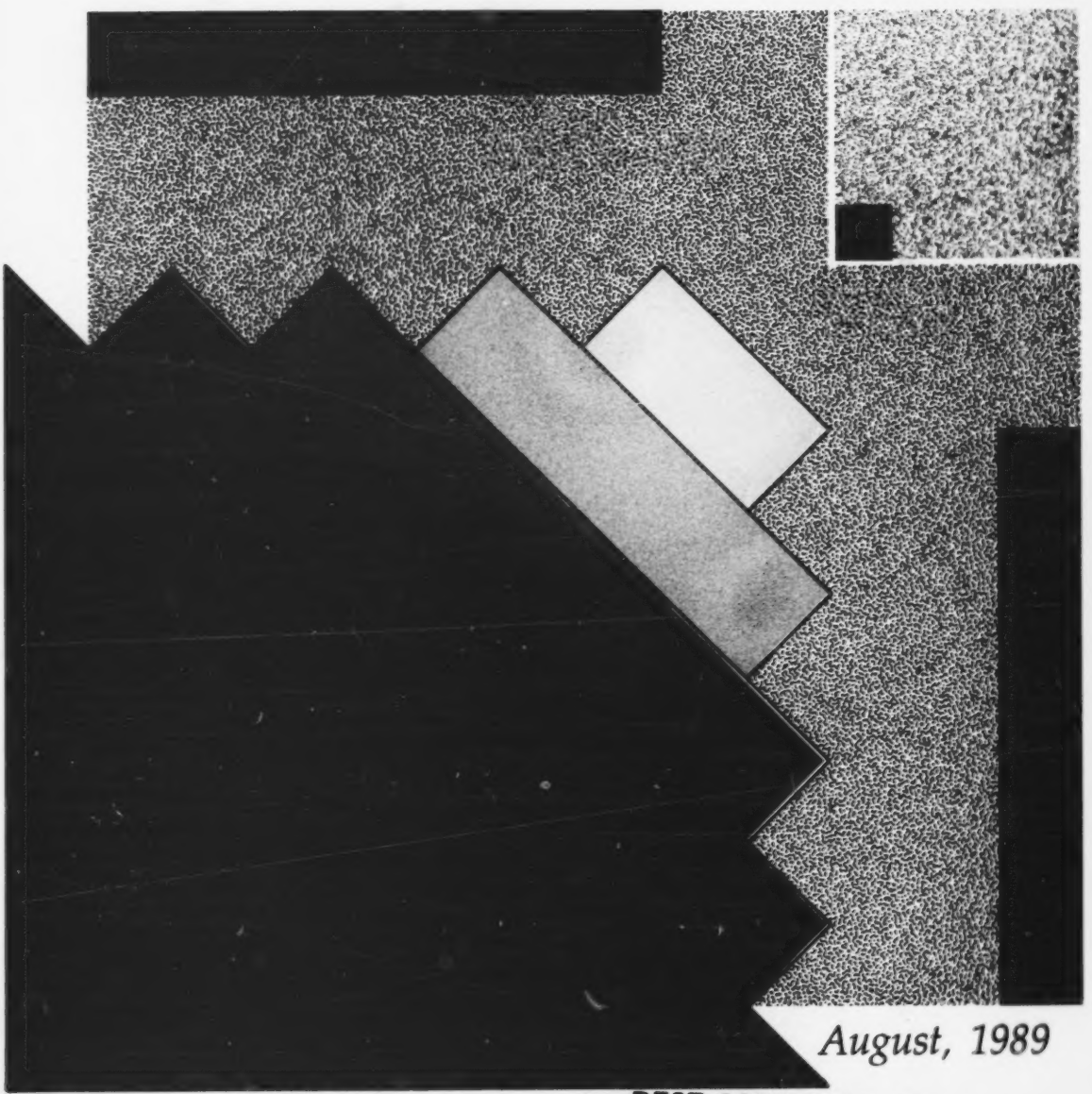
QUALITY ASSURANCE – NORTH YORK SCHOOLS

School Review Process for Elementary Schools



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QUALITY ASSURANCE - NORTH YORK SCHOOLS

SCHOOL REVIEW PROCESS FOR ELEMENTARY SCHOOLS

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Patricia Crawford

August 1989

QUALITY ASSURANCE - NORTH YORK SCHOOLS

SCHOOL REVIEW PROCESS FOR ELEMENTARY SCHOOLS

INTRODUCTION

This booklet provides an overview of the process used in the conduct of school reviews with elementary school staff.

School reviews are part of North York's Quality Assurance program. During 1987-88, the initial pilot year, each family of schools assistant superintendent identified one school to participate in a school review. As this was the first year, it was understood that school staffs involved would help refine the process for use in subsequent years. The aim of the reviews was to collect data to recognize staff accomplishments and to help principals and staffs improve their school programs.

Principals from each school, plus representatives from each of the Federations, the Principals' Associations and Educational Research and Evaluation Services became members of the School Review Advisory Committee, chaired by the Superintendent of Curriculum Services.

During 1987-88, the School Review Advisory Committee identified four areas of focus for the reviews - the School Plan, Students, Program, Plant & Facilities - and developed specific objectives for each area, with the exception of the School Plan. Objectives with respect to the school plan were developed by each school's advisory committee. Indicators or topics for discussion were also developed to assist the review teams in determining the extent to which the objectives were being met. The objectives reflected the common understandings of committee members about practices valued for North York schools, and are compatible with the literature on effective schools.

Supervisory officers discussed the draft list of objectives. Based on their comments, the objectives were ranked in order of priority and a final set of objectives was chosen for the school reviews.

For the 1988-89 school reviews, five areas of focus were identified as follows:

. **school plan**
  - a school could choose specific objectives in the plan for examination, if desired

. **demographics**
  - a profile of the school's student and community population with particular emphasis on how students newly arrived in Canada are received in the school

. **program/students**
  - the approach to program planning and delivery with particular attention to the use of computers across the curriculum, communication with parents and provision for monitoring of growth and achievements of individual students

. **plant facilities**
  - the appearance of school and grounds/the school environment/the adequacy of space

. **personnel**
  - the implementation of the Supervision for Growth Policy.

GUIDELINES FOR CONDUCTING

SCHOOL REVIEWS

NORTH YORK ELEMENTARY SCHOOLS

The objectives for each area of focus were developed by building on the work of the 1987-88 School Review Advisory Committee and were finalized through discussion with supervisory officers.

For 1988-89, twenty elementary schools participated in a school review. As the first step in the process, principals were given guidelines for establishing a local school advisory committee. This committee represents the full staff in considering areas and issues to be reviewed and in addressing the findings of the Review Teams. It is intended that each school committee will continue to provide direction and advice for school improvements and all schools will establish a similar committee to give on-going attention to strategies for school improvement.

A team of supervisory officers conducted each school review. Each Review Team was chaired by the assistant superintendent for the particular school and also included one or two other supervisory officers; either an assistant superintendent, a superintendent, the Assistant Director or the Director.

The Review Teams spent a minimum of three full days in each school. The teams typically conducted individual and group interviews with school administrators, staff in positions of responsibility, academic and business and operations staff, parents and students. Information also was gathered through direct observation of classrooms in session and of the school facilities. Depending on the school, information was gathered from other sources such as classroom assistants or volunteers. In addition, results of perception surveys sent to all parents and teachers in each school were made available to each Review Team.

Each Review Team presented a draft report of their observations to the school advisory committee and administrators, thereby providing an opportunity for clarification and gathering of other pertinent information. The final report described the observations of the supervisory officers and recognized school staff for areas of exemplary practice. The report also recommended areas for future attention for incorporation into the school plan.

School principals, in consultation with the school advisory committee and staff, are responsible for developing action plans to address the recommendations in the review reports. These action plans will be incorporated into each school plan. Principals and supervisory officers will be accountable for carrying out the action plans.

The following pages represent materials prepared for the Review Teams and includes:

- steps for undertaking a school review
- guidelines for assistant superintendents and principals
- the objectives and topics of discussion for the 1988-89 reviews.

Resource Materials

All principals should have copies of the following North York reports for their reference. Copies are available in the F.W. Minkler Library.

- Planning for Quality Assurance - A Commitment To Excellence, June, 1985

- A Proposal for Implementing "Planning for Quality Assurance - A Commitment to Excellence", June, 1987

- Quality Assurance - North York Schools, September, 1988

- Quality Assurance - North York Schools, September, 1989.

TABLE OF CONTENTS

	Page
Members of the School Review Advisory Committee: 1987-88	1
Overview of Components of School Reviews	2
Preparing for a School Review	
. Guidelines for Supervisory Officers	
- Work Breakdown	3
- Responsibilities of the Review Team	4
- Staff Information Session	6
- Data Gathering Approaches	7
- Interviewing Suggestions	8
. Guidelines for Principals	11
. Guidelines for School Advisory Committee	12
. Perception Surveys	13
- Memo to Homeroom Teacher	14
- Parent Perception Survey	15
- Teacher Perception Survey	18
Objectives for School Review	
. Overview of Objectives	21
. School Plan	23
. Demographics	24
. Program	25
. Students	30
. Plant/Facilities	34
. Personnel	36

Members of School Review Advisory Committee

In 1987/88 the following individuals participated in the development of the objectives and topics for discussion which provide the focus for school reviews:

Marguerite Jackson, Superintendent, Curriculum Services

Al Beattie, N.Y.E.T.F.

Cliff Berry, O.S.S.T.F.

Agnes Chlebek, N.Y.A.S.A.

Gerry Mullin, N.Y.E.P.A.

Vicki Wright, N.Y.E.T.F.

Peter Brennan, Vice Principal, Highland J.H.S.

Maureen Capotosto, Vice Principal, Daystrom P.S.

John Gates, Guidance Chair, Don Valley J.H.S.

John Killer, Principal, Northview Heights S.S.

Dick Leclerc, Principal, Don Valley J.H.S.

Elaine Lester, Principal, Cummer Valley M.S.

Jim McLean, Principal, Beverley Heights J.H.S.

Ian McLellan, Principal, Yorkdale S.S.

Larry Miyata, Vice Principal, Milne Valley M.S.

Bill Pickering, Principal, St. Andrews J.H.S.

Margot Taylor, Principal, Milne Valley M.S.

John Welch, Principal, Blacksmith P.S.

Ken Wilson, Principal, Daystrom P.S.

Sandra Sangster, Research Associate, Educational Research & Evaluation Services

SCHOOL REVIEWS

AIM: **TO GATHER DATA FOR RECOGNITION OF STAFF AND FOR ASSISTANCE TO PRINCIPALS AND STAFF IN IMPROVING SCHOOL PROGRAMS**

COMPONENT*	DESCRIPTION
SCHOOL PLAN	• principal and school committee identify areas of focus as per school plan • principal and school committee identify objectives for each area of focus, and present indicators/topics of discussion for each objective
DEMOGRAPHICS	• profile of the school's student and community population • identification of significant shifts over previous years and of their impact on assumptions in "A Framework for Progress"
STUDENTS	• achievements: academic, personal, social and vocational • provision for monitoring of growth and achievements of individual students • summary of observations and recommendations
PERCEPTIONS	• summary of perceptions of staff, students and parents from the schools • plans for responding to input
PROGRAM	• approach to program planning and curriculum management • observations and recommendations • action plans resulting from observations and recommendations
PERSONNEL	• professional growth activities • awards and recognition • update on "Supervision for Growth Model"
BOARD POLICIES AND PROCEDURES	• status report on implementation and viability of policies and procedures
PLANT/FACILITIES	• appearance of school and grounds • school environment • adequacy of space
FINANCES	• budget management practices
SERVICES	• identification of needs and satisfactions of school staff • recommendations for improvement
SUMMARY	• statement of intent for upcoming year; i.e. follow-up to review of current year, plans for new initiatives, plans for abandoning specific procedures.

* School Reviews will focus on some or all of the following components as determined by the Director's Council of Superintendents and the School Advisory Committee.

08/03/88

PREPARING FOR A SCHOOL REVIEW GUIDELINES FOR SUPERVISORY OFFICERS

SCHOOL REVIEWS: PROCESS

WORK BREAKDOWN

TASK: **TO CONDUCT A SCHOOL REVIEW**

PURPOSES: **GATHER DATA FOR SPECIFIC RECOGNITION AND COMMENDATION OF STAFF AND FOR FUTURE PLANNNG**

DEVELOP A PROTOTYPE FOR SCHOOL REVIEWS IN THE FUTURE

RESPONSIBILITIES OF FAMILY SUPERVISORY OFFICERS

	ITEM	NOTES
1.	IDENTIFY S.O. PARTNER	
2.	IDENTIFY SCHOOL	
3.	ESTABLISH DATES FOR IN SCHOOL WORK (MIN. 3 DAYS)	
4.	INFORMATION SESSION WITH ALL SCHOOL STAFF	
5.	MEET WITH SCHOOL ADVISORY COMMITTEE	
6.	IDENTIFY OBJECTIVES FOR CONSIDERATION FROM SCHOOL PLAN	
7.	IDENTIFY INDICATORS/TOPICS FOR DISCUSSION FOR EACH OBJECTIVE FROM SCHOOL PLAN	
8.	PLAN FOR USE OF IN SCHOOL TIME (MEETING WITH PEOPLE/OBSERVATION)	
9.	SCHOOL VISIT	
10.	COLLECT DATA/OBSERVATIONS	
11.	PROVIDE TIME FOR DAILY SUMMARY/REFLECTION	
12.	COMPLETE SUMMARY OF OBSERVATIONS SECTION AND SUBMIT TO RESEARCH SERVICES	
13.	PREPARE DRAFT REPORT FOR DISCUSSION WITH SCHOOL COMMITTEE (SEE REPORT FORMAT)	
14.	PREPARE REPORT FOR SCHOOL (c. SUPERINTENDENTS AND RESEARCH SERVICES) WITHIN 2 WEEKS	
15.	PROVIDE PERSONAL FEEDBACK TO PRINCIPAL AND SCHOOL ADVISORY COMMITTEE	
16.	ASSIST PRINCIPAL AND SCHOOL ADVISORY COMMITTEE IN PROVIDING FEEDBACK ABOUT REVIEW TO STAFF	
17.	REQUIRE APPROPRIATE ADJUSTMENTS TO SCHOOL PLAN	
18.	PROVIDE FOR MONITORING OVER TIME	

RESPONSIBILITIES OF THE REVIEW TEAM

1. **School Advisory Committee and School Plan**

   - Advise principal in establishing the membership and responsibilities of the School Advisory Committee
   - Request that the School Advisory Committee identify from the school plan area(s) of focus for the review
   - Request that the School Advisory Committee develop indicators for each area of focus identified from the school plan

2. **Planning for Use of In-School Time**

   - Provide for both classroom visits and general observations throughout the school
   - Provide for individual and/or group interviews with teachers, administrators, business and operations staff and parents

3. **Collecting the Data**

   - See reference section on interviewing suggestions (pages 8 to 10)
   - Provide time each day to clarify or expand upon notes and observations recorded during the day

4. **Completing the Summary of Observations**

   - For each objective, reference the indicators (i.e., topics of discussion) provided on the worksheets in order to complete the summary section
   - Describe the evidence which demonstrates that each objective is being addressed by the school
   - Provide a statement of commendations and recommendations for each objective
   - Submit a copy to Research Services within **two** weeks of the review

5. **Preparing the Draft Report**

- Use format of final report to describe the school's successes in achieving the objectives related to the school plan and each area of system focus for school review (i.e., Demographics, Students, Program, Plant/Facilities, Personnel).

- Analyze and use data from the parent and teacher perception surveys

- In general, the report should include the following:

  1) comments which reflect the working objectives developed for the school plan and each area of focus for the review

  2) commendations to the school and the staff related to the objectives for areas of system focus and school plan

  3) recommendations based on objectives for areas of system focus and school plan

6. **Follow-up Actions**

- Request that the principal and School Advisory Committee revise the school plan objectives to address the recommendations of the review

- Advise the principal to provide for the on-going work of the School Advisory Committee as a school improvement team with responsibility for implementing the action plan

- Submit final review report and school action plan to the Superintendent of Schools and the Chief Research and Evaluation Officer within **two** weeks of the review.

Staff Information Session

Points to cover:

1. Quality Assurance - basic principles
    - common understandings
    - planning
    - provision of resources
    - assessment

2. School Review
    - relation to principle of Quality Assurance
    - aim

3. Components of School Review
    - refer to "School Reviews" Summary Sheet

4. Relationship to School Plan
    - first step is to consider school plan
    - how the school plan is to be integrated into the review process

5. School Advisory Committee
    - members
    - how constituted
    - role

6. School Review Team
    - members
    - role
    - use of in-school time

7. Follow-up
    - school report
    - commendation
    - revisions to school plan
    - may require: allocation of resources
      attendance at workshops

8. Use of Information
    - revise school plan
    - prepare plan of action
    - at established time review progress
    - system report

DATA GATHERING APPROACHES

The School Review Advisory Committee have identified the following as sources of information for school reviews:

- discussion of the School Plan with the school's leadership personnel and School Committee
- interviews with teachers and leadership personnel at each school to be conducted by the Review Team
- interviews with a sample of each school's Business and Operations staff and parents to be conducted by the Review Team
- observations related to specific review objectives to be made by the Review Team during the course of their visit to the school
- the results of parent and teacher perception surveys to be provided to the Review Team by Educational Research and Evaluation Services (see copies provided on pages 15 to 20)
- demographic information about the student population available through Computer Services
- financial information available through Business Services

INTERVIEW QUESTIONS: SCHOOL REVIEW TEAM

Topics for discussion developed for school leadership personnel, teachers, business and operations staff and parents are focussed on five main areas:

- School Plan
- Demographics
- Program/Students
- Plant/Facilities
- Personnel

For each area, there are a number of specific objectives developed in consultation with the School Review Advisory Committee and the Supervisory Officers participating in school reviews. The objectives and topics for discussion are summarized in the following section, **Objectives for School Review.**

INTERVIEWING SUGGESTIONS

Objectives

- plan and prepare for the interview
- create a climate for communication
- direct the interview so maximum pertinent information is obtained
- promote good will

Pre-interview

- familiarize self with interview questions
- arrange for a private place, away from noise and other distractions to conduct the interview
- be on time
- begin each interview by establishing a relaxed climate conducive to good communication
- inform interviewee about the rationale for the interviews and how the information will be used
- explain the format of the interview

Ground rules for interviewees

- you will be recording as he/she speaks
- you will not necessarily be able to record remarks verbatim
- from time to time it may be necessary to read back what you have written to clarify and ensure that you have captured the intent of his/her comments
- since you cannot write as quickly as he/she speaks, you may occasionally have to stop his/her thought process and hope this is not distracting to the interview
- confidentiality is around name, not position nor school

Ground rules for interviewers

- listen carefully to each response
- do not comment on the answers nor appropriateness of the answers, e.g., avoid comments such as "That doesn't answer the question."
- remain neutral on all answers, i.e., never agree nor disagree
- if needed slow the interview down so that you can write legibly

Closing the interview

- thank interviewee for his/her cooperation
- inform the interviewee that the next task of the in-school review team is to summarize the findings
- indicate that the interviews are a part, not the whole of the data to be collected for the full report

USING PROBES IN INTERVIEWING

probe	purpose or technique
clarifying	An attempt to determine the meaning of a response.
neutral	An expression by the interviewer to encourage more information without biasing it.
silence	The interviewer looks expectantly at the applicant but does not speak. Silence provides time to think. An interviewee, sensing more information is desired, will often provide more pertinent information than anticipated.
expanding	Seeking new information to build on a previous statement. If the response does not provide enough information, say "tell me more"; or "can you be more specific?"

repeating	Persisting in getting an answer to the question already asked but not answered
clarifying inconsistencies	Reflecting that what the applicant has just said is inconsistent with a previous statement.
confirming feelings	A statement by the interviewer expressing what he or she believes the interviewees intended meaning to be.
summarizing key ideas	An effort by the interviewer to summarize the last few interviewee responses.

Preparing for a School Review

Guidelines for Principals

- Establish a school advisory committee
- Work with advisory committee to identify objectives and indicators related to Five Year Plan
- Prepare a demographic profile of student population and school community
- Be prepared to discuss:
    - school mission statement
    - school goals
    - school objectives for current year
    - procedures for program planning
    - methods of evaluation and assessment for students and for programs
    - professional growth activities
        a) Staff meetings - time, frequency, agenda
        b) In-service - directions for the school year
    - Community Relations
        - procedures for communicating
        - reporting procedures
    - Supervision of Staff - procedures, frequency
- Have available:
    - staff list, including business and operations staff, with first and last names and room locations
    - map (if appropriate)
- Revise the school plan objectives in conjunction with the school advisory committee to address the recommendations of the review
- Work with school advisory committee as an on-going school improvement team with responsibility for implementing the action plan

Preparing for a School Review

Guidelines for School Advisory Committee

School Advisory Committee

Who: Principal and staff members selected by their colleagues

Role

A. Preplanning

- identify unique areas of focus related to school plan
- articulate objectives for each area of focus
- identify indicators/topics of discussion for each objective (these would reflect common understandings or beliefs held by staff for each objective)

B. Meeting with Supervisory Officers

- present overview of school plan and work sheets related to Step A for use with review team

C. Presentation to School Staff

- advise staff of areas presented to School Review Team
- assist School Review Team in presenting overview of total process to staff/parents/students

D. Considering Feedback from Review Team

- receive draft report of review team
- discuss observations; provide further information or clarification

E. Prepare Objectives for School Plan to address review recommendations

- present to staff for consideration and commitment
- identify steps to achieve objectives
- establish work groups where appropriate
- suggest timelines and means of assessing accomplishment

PARENT AND TEACHER

PERCEPTION SURVEYS

MEMO TO HOMEROOM TEACHERS:

QUALITY ASSURANCE - PARENT SURVEY

As part of the Quality Assurance Process in North York, all students in your school are being given a questionnaire to take home to their parents. The parents have been instructed to fill out the questionnaire and have their child return it to the school within three school days after distribution. Parents who have more than one child attending your school need complete only one survey per family, although these parents have been asked to return the extra survey(s) with their other child(ren) indicating the reason why it is blank.

In order to facilitate communication with parents from various ethnic communities, the questionnaire has been translated into the following languages:

Chinese	Greek	Hindi	Khmer	Russian
Farsi	Gujarati	Italian	Korean	Spanish
French	Hebrew	Japanese	Punjabi	Urdu
				Vietnamese

Enclosed are sufficient copies of the questionnaire in English for the pupils in your class. Your principal has indicated which translations are most appropriate for this school and copies of questionnaires in these languages are available in the office. If you do not need all of the English questionnaires, please return the extras to the office.

As a homeroom teacher you are requested to assist in distributing and collecting the parent questionnaires. Your task entails:

- selecting and recording on your class list the most appropriate language, if other than English, to receive their questionnaire for the parents of each student
- distributing a questionnaire in the appropriate language to each student on your class list
- instructing students to take the questionnaires home to their parents/ guardians
- stressing the request that all students' parents complete the questionnaire
- collecting the questionnaires from students
- checking off on the class list the names of students who return questionnaires (so that we can follow up on the non-respondents if necessary)
- reminding students to return the questionnaires, stressing the importance of their parents' input
- forwarding all the collected surveys and your class list to the main office

Your co-operation is greatly appreciated and helps to simplify the entire administration process. Thank you for your time.

KEY
1 (T) (F) 3 5

QUALITY ASSURANCE — PARENT SURVEY

Choice of Answers: (A) Always (B) Usually (C) Sometimes (D) Rarely (E) Never (F) Don't Know

1	A	B	C	D	E	F	Are you satisfied with the way your child's school is teaching: • reading?
2	A	B	C	D	E	F	• writing?
3	A	B	C	D	E	F	• listening and speaking?
4	A	B	C	D	E	F	• mathematics?
5	A	B	C	D	E	F	• science?
6	A	B	C	D	E	F	• social studies (history and geography)?
7	A	B	C	D	E	F	• French?
8	A	B	C	D	E	F	• the arts (music/art/drama)?
9	A	B	C	D	E	F	• physical education?
10	A	B	C	D	E	F	• health education (e.g. drug education, nutrition, etc.)?
11	A	B	C	D	E	F	• industrial arts (in grades 6-8 only)?
12	A	B	C	D	E	F	• family studies (in grades 6-8 only?
13	A	B	C	D	E	F	Overall, are you satisfied with the program(s) being offered in your child's school?
14	A	B	C	D	E	F	Do you feel that your child is encouraged and provided with opportunities to learn to the best of his/her ability?
15	A	B	C	D	E	F	Do you feel that the school deals with the personal, social and emotional needs of students?
16	A	B	C	D	E	F	Is the school adequately meeting the individual needs of your child?
17	A	B	C	D	E	F	Is extra help available when your child needs it?
18	A	B	C	D	E	F	Are you satisfied with the learning materials (e.g. books, mathematics materials, etc.) available in your child's school?
19	A	B	C	D	E	F	Are you satisfied with the learning equipment (e.g. computers, calculators, etc.) available in your child's school?
20	A	B	C	D	E	F	In general, are you satisfied with the job being done by: • your child's teacher(s)?
21	A	B	C	D	E	F	• the school principal and/or vice-principal?
22	A	B	C	D	E	F	• school support staff (i.e. secretaries, caretakers, classroom assistants)?
23	A	B	C	D	E	F	• your elected Board of Trustees?
24	A	B	C	D	E	F	Do you receive information about your child's learning progress as often as you would like?
25	A	B	C	D	E	F	Do you receive *enough* information about your child's learning progress?

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OVER

KEY

1 (T) 2 (F) 3 5

Choice of Answers: **(A) Always** **(B) Usually** **(C) Sometimes** **(D) Rarely** **(E) Never** **(F) Don't Know**

26	A	B	C	D	E	F	Is the information that you receive about your child's learning progress clear and understandable?
27	A	B	C	D	E	F	Does the *progress report card* for your child help you understand your child's achievements at school?
28	A	B	C	D	E	F	Do you receive *enough* information from your child's school about: • the programs offered at the school?
29	A	B	C	D	E	F	• what is expected of your child at school?
30	A	B	C	D	E	F	• your child's behaviour?
31	A	B	C	D	E	F	• how you can help your child in his/her education?
32	A	B	C	D	E	F	Do you feel welcome to visit or contact staff at your child's school?
33	A	B	C	D	E	F	Do you have adequate opportunities for involvement in your child's activities and programs at the school?
34	A	B	C	D	E	F	Are there enough opportunities for the community to make use of the school's facilities?
35	A	B	C	D	E	F	Are you satisfied with the cleanliness and upkeep of the school grounds and facilities?
36	A	B	C	D	E	F	Are you satisfied with the lunchroom arrangements available in your child's school?
37	A	B	C	D	E	F	Are you satisfied with the safety at your child's school?
38	A	B	C	D	E	F	Are you satisfied with the extra-curricular activities offered at the school (i.e. sports, clubs, choir, etc.)?
39	A	B	C	D	E	F	Do you feel that student discipline is being handled well at your child's school?
40	A	B	C	D	E	F	Do you feel that students get appropriate recognition for their performance and achievements?
41	A	B	C	D	E	F	Would you say that your child's school has good school spirit and morale?
42	A	B	C	D	E	F	In general, does your child experience success in his/her school work?
43	A	B	C	D	E	F	In general, does your child like going to school?
44	A	B	C	D	E	F	In what grade is your *oldest* child enrolled at this school? A = Kindergarten or Grade 1, B = Grade 2 or 3, C = Grade 4, 5 or 6, D = Grade 7 or 8
45	A	B	C	D	E	F	
46	A	B	C	D	E	F	
47	A	B	C	D	E	F	
48	A	B	C	D	E	F	
49	A	B	C	D	E	F	
50	A	B	C	D	E	F	

FEED THIS DIRECTION

Additional space is provided here if you wish to explain any of your previous answers or if you would like to add any other relevant comments or concerns.

SCANTRON FORM NO. 4392-NYBE

KEY 1 (T) (F) 3 5

QUALITY ASSURANCE — TEACHER SURVEY

Choice of Answers: **(A) Always** **(B) Usually** **(C) Sometimes** **(D) Rarely** **(E) Never** **(F) Don't Know**

1	A	B	C	D	E	F	Do you feel that the educational goals and priorities for *North York schools* are communicated clearly to staff?
2	A	B	C	D	E	F	**Do you feel that the educational goals and priorities for *your school* are communicated clearly to:** • staff?
3	A	B	C	D	E	F	• parents?
4	A	B	C	D	E	F	Do you feel that you have adequate opportunity to influence system-wide plans and decisions which affect you and your job?
5	A	B	C	D	E	F	Do you feel that you have adequate influence over school-level plans and decisions which affect you?
6	A	B	C	D	E	F	Do you feel that Board and Ministry policies are effectively implemented in your school?
7	A	B	C	D	E	F	In the areas for which you have responsibility, are the curriculum goals and objectives clearly defined?
8	A	B	C	D	E	F	Are all students in your school encouraged and provided with opportunities to achieve academic success?
9	A	B	C	D	E	F	Are all students in your school provided with experiences which foster their personal, social and emotional growth and a positive self-concept?
10	A	B	C	D	E	F	Are you involved in planning program content and implementation strategies with staff in your school, department or division?
11	A	B	C	D	E	F	Is a process of program review practised in your school?
12	A	B	C	D	E	F	**Are there sufficient learning materials available to support the curriculum which teachers are required to provide for:** • students in regular programs?
13	A	B	C	D	E	F	• ESL/SESD students?
14	A	B	C	D	E	F	• exceptional students?
15	A	B	C	D	E	F	Is student progress regularly monitored for the purpose of student improvement?
16	A	B	C	D	E	F	Do you think that students in your school generally do as well in their academic subjects as students in other North York schools?
17	A	B	C	D	E	F	**In general, are you satisfied with the job being done by:** • your school's teaching staff?
18	A	B	C	D	E	F	• your school's principal and/or vice-principal?
19	A	B	C	D	E	F	• your school's support staff (i.e. secretaries, caretakers, classroom assistants)?
20	A	B	C	D	E	F	• your school's Assistant Superintendent?
21	A	B	C	D	E	F	• your school's consultative staff (i.e. program leaders, psycho-educational consultants, coordinators, etc.)?
22	A	B	C	D	E	F	Do you feel that you have opportunities to contribute to the total school environment?
23	A	B	C	D	E	F	Do you feel that the staff performance evaluation process in your school is fair and promotes personal growth?
24	A	B	C	D	E	F	Do you feel that you receive recognition for your contributions to your school?
25	A	B	C	D	E	F	Do you feel that there are adequate opportunities made available for staff development in your school and family of schools?

FEED THIS DIRECTION

KEY

1 (T) 2 (F) 3 5

Choice of Answers: **(A) Always** **(B) Usually** **(C) Sometimes** **(D) Rarely** **(E) Never** **(F) Don't Know**

26	A	B	C	D	E	F	Do you feel that the Board's personnel and promotion policies are fair and reasonable?
27	A	B	C	D	E	F	**Do you feel that the parents in your school community are adequately informed about:** • school programs and practices?
28	A	B	C	D	E	F	• what is expected of students?
29	A	B	C	D	E	F	• student progress?
30	A	B	C	D	E	F	• decisions which affect them or their child(ren)?
31	A	B	C	D	E	F	**Do you feel that the programs offered in your school are consistent with:** • your values and expectations?
32	A	B	C	D	E	F	• parents' values and expectations?
33	A	B	C	D	E	F	Do you feel that there are sufficient opportunities for parents to be involved in their children's educational activities?
34	A	B	C	D	E	F	Does the community make use of the school facilities?
35	A	B	C	D	E	F	Do parents in your community feel welcome to contact or visit the school?
36	A	B	C	D	E	F	Are the school grounds and facilities kept clean and well-maintained?
37	A	B	C	D	E	F	Do you feel that your school provides a safe and orderly learning environment for its students?
38	A	B	C	D	E	F	Is discipline (i.e. a high rate of student misconduct) a problem in your school?
39	A	B	C	D	E	F	Is attendance (i.e. a high absenteeism rate) a problem in your school?
40	A	B	C	D	E	F	Would you say that your school has good school spirit and morale?
41	A	B	C	D	E	F	In general, do you think that students enjoy attending this school?
42	A	B	C	D	E	F	Do you feel that North York schools are good places in which to work?
43	A	B	C	D	E	F	
44	A	B	C	D	E	F	
45	A	B	C	D	E	F	
46	A	B	C	D	E	F	
47	A	B	C	D	E	F	
48	A	B	C	D	E	F	
49	A	B	C	D	E	F	
50	A	B	C	D	E	F	

FEED THIS DIRECTION

Additional space is provided here if you wish to explain any of your previous answers or if you would like to add any other relevant comments or concerns.

OBJECTIVES FOR SCHOOL REVIEW

SCHOOL PLAN

A major focus of school reviews is the school plan and objectives related to that plan. Specific objectives for examination in the reviews are to be decided in consultation with the principal and school committee.

DEMOGRAPHICS

1. to consider demographic profile of the school

2. to obtain information about how students newly arrived in Canada are received in the school

PROGRAM

1.(a) to examine the roles of school leadership personnel in the design and delivery of program appropriate to the needs of students

(b) to examine the focus of the program planning activities in which leadership personnel and teaching staff engage

2. to examine the extent to which the school has a clear, school-wide philosophy regarding the delivery of program

3. to examine the extent to which program is modified to meet students' needs

4.(a) to examine the policies and practices for student evaluation within the program

(b) to examine teacher procedures for monitoring in and out-of-school assignments

5. to assess the suitability learning resources/materials used for curriculum delivery

6. to examine the extent of integration of computer use in primary and junior programs

STUDENTS

1.(a) to examine the extent to which all students are provided with a balanced educational program

(b) to identify teacher perceptions of students' success in their learning experiences

2.(a) to examine the extent to which all students are provided with experiences which foster their personal, social and emotional growth, and the development of a positive self image

(b) to identify teacher perceptions of personal, social and emotional growth of students in the school

STUDENTS (Continued)

3. for Intermediate and Secondary schools, to examine the extent to which students are provided with opportunities to acquire the skills and attitudes that will lead to satisfaction and productivity in the world of work

4. to examine issues related to Home-School relations and communication with parents about students and the school

PLANT FACILITIES

1. to examine the school and grounds in terms of their aesthetic qualities

2. to examine environmental issues affecting staff and students

3. to examine issues related to maintenance and repairs/refurbishing

4. to examine issues related to community use of plant/facilities

PERSONNEL

1. to examine the implementation of the Supervision for Growth policy

On the following pages the indicators and topics for discussion are outlined for each objective. As noted earlier, these descriptions reflect accepted common understandings about practices valued for students and teachers in North York elementary schools.

SCHOOL PLAN

A major focus of school reviews is the school plan and objectives related to that plan. Objectives and topics for discussion are to be decided in consultation with the Principal and the School Advisory Committee.

DEMOGRAPHICS

OBJECTIVE 1: to consider the demographic profile of the schools's student and community population

1. Discuss with adminstrators, the school advisory committee and/or teaching staff issues related to student and community demographics:

   e.g. - programming for students
   - meeting needs of individual students
   - meeting community needs

OBJECTIVE 2: to obtain information about how students who are newly arrived in Canada are received in the school

1. Discuss procedures for receiving newly arrived students with administrators and key teaching and business and operations staff:

   . designated reception area in school
   . availability of brochures for parents in appropriate languages
   . staff assigned responsibility for reception of families and registration of students
   . description of steps in intake process:
   - initial welcoming of student and parents
   - contacting translator (if required)
   - completing registration card
   - obtaining information re student's educational history
   - providing tour of school
   - arranging for meeting with classroom teacher
   - contacting Multicultural Consultant Service

PROGRAM

OBJECTIVE 1: a) to examine the roles of school leadership personnel in the design and delivery of program appropriate to the needs of students

b) to examine the focus of the program planning activities in which leadership personnel and teaching staff engage

1. School's approach to program planning: (Cross-reference Objective 1 "Students")
   - . By school, department or division
   - . Provision for implementation and review
   - . Provision for communication with appropriate staff
   - . Role of school leadership: Program planning and Monitoring
   - . Role of Board resource personnel

2. Provision for staff professional development opportunities related to the school plan and focus:
   - . Describe examples

OBJECTIVE 2: to examine the extent to which the school has a clear, school-wide philosophy regarding the delivery of program

1. There is a written statement of school mission and objectives:
   - . Available
   - . Known to all staff

OBJECTIVE 3: to examine the extent to which program is modified to meet students' needs

1. School's philosophy regarding an approach to the delivery of program for:
   - Regular students
   - Special education students
   - ESL/D students
   - Adult students enrolled in regular day programs (if applicable)

2.a) Evidence of program modification to meet the needs of individual students:
   - Regular students
   - Special education students
   - ESL/D
   - Adult students

b) Evidence of use of a diagnostic - prescriptive approach to modifying program for students

c) Evidence of students' success in programs
   - School records
   - Credit accumulation

3. Are there any specific issues related to the management of program for special education, ESL/D or adult students which you would like to comment on?
   - Problems
   - Resources or facilities
   - Professional development
   - Program management

OBJECTIVE 4: a) to examine the policies and practices for student evaluation within the program

b) to examine teacher procedures for monitoring in and out-of-school assignments

1. School has an evaluation policy:
   - Policy is related to school philosophy/focus
   - Policy is communicated to students and parents
     - How?

2.a) Evaluation techniques used:
   - Students involved in the process?
     - Conferencing with students
   - Provisions established to determine individual students' success?
   - Students collect work over time?
   - Teachers collect students' work over time?
   - Frequency of evaluating?
   - Evaluation includes process and content?
   - Other (Specify)
     - _____
     - _____

b) Process exists for monitoring in and out-of-school assignments, major projects and exams:
   - Describe the process
     - Is it successful?
     - If not, what changes would you suggest?
   - If no process is in place, should there be one?

OBJECTIVE 5: to assess the suitability of learning resources and materials used for curriculum delivery

1.a) Available learning resources and materials in classrooms are appropriate to students' needs:
- . adequate for the number of students
- . current and relect Board policies
- . sufficient to challenge intellectual curiosity

b) General school resources, equipment/Learning Resource Centre Materials are appropriate to students' needs:
- . adequate for number of students
- . current and reflect Board Policies
- . sufficient to challenge intellectual curiosity

c) Additional resources and material required to deliver program

OBJECTIVE 6: to examine the extent of integration of computer use in primary and junior programs

1. Evidence of the teachers' adoption of computer technology as a personal tool:
- . staff comfort with technology
- . staff confidence with technology
- . staff competence with technology
- . staff commitment to participation in inservice activities

2. How are computers used to meet curricular objectives?
- . curricular areas in which computers are used
- . types of applications used by students
- . are computer skills learned through curricular units
- . which applications best enhance student learning
- . identify needed support materials.

OBJECTIVE 6: to examine the extent of integration of computer use in primary and junior programs

3. Determine effective classroom management strategies
   - how are computers and related resources organized within the school
   - access to computers
     - when?
     - how often?
     - equal access for all students?

4. Adequacy of computer learning environment
   - number of computers & peripherals
   - trouble shooting, up-keeping & repair of hardware
   - software
   - furniture
   - electrical wiring
   - ergonomic considerations

OBJECTIVE 1: a) to examine the extent to which students are provided with a balanced educational program

b) to examine teacher perceptions of students' success in their learning experiences

1. Timetable provisions allow for required balanced program in:
   - . Arts
   - . Environmental Studies/Social Science
   - . Communications: Language Arts and Mathematics
   - . Personal and Practical Studies

   Specific issues to consider include:
   - . Amount of time devoted to each part of program
   - . Frequency
   - . Integration of all students (special needs, special education, ESL/D)
   - . Reflective of North York/Ministry Policies:
     - - Active Learning
     - - Computers across the Curriculum
     - - Language across the Curriculum
     - - Multiculturalism
     - - Anti-racist Education
     - - OS:IS
     - - Equity
   - . Provision for acquisition of knowledge and skills

2. For Intermediate/Secondary Schools, assistance for students selecting courses:
   - . Bridging activities
     - - transition
     - - matching students to programs
     - - Staff Advisor
   - . Course Calendars
     - - usability
     - - procedures for reviewing calendar, courses of study

3. Students participation in class trips and outdoor education programs
   - . Integration of all students with special needs
     - - Provision for inclusion of all students
   - . Frequency (School's June Summary to Assistant Superintendent)
   - . Sensitivity to financial implications for students
   - . Advanced consultation with parents re events and costs
   - . Meets Board requirements (e.g. overnight trip for grade 5 and 7 students)

4. One of the objectives of education in North York schools is that students experience success in their learning environment.

   a) What factors do you think contribute to students achieving success in this school?
   b) Are there any obstacles for students achieving success in this school?
   c) Are there any changes or adjustments which should be made in this school's program to foster students' success?

OBJECTIVE 2: a) to examine the extent to which all students are provided with experiences which foster their personal, social and emotional growth and the development of a feeling of self worth

b) to identify teacher perceptions of personal, social and emotional growth of students in the school

1. Evidence of planned experiences:

   a) Activities to develop esteem for the customs, culture and beliefs of a wide variety of societal groups

   b) Specific strategies for fostering students' self awareness and self confidence

   c) Extra-curricular or school-wide programs available in the school:
   - athletic activities
   - non-athletic activities

   d) Strategies to encourage involvement of maximum number of students in extra-curricular activities

   e) Resources for extra-curricular activities
   - Strategies for supporting and recognizing teachers in providing extra-curricular activities
   - Strategies for involving and recognizing community volunteers in providing extra-curricular activities

2. Recognition of individual student achievements:
   . academic
   . co-curricular
   . citizenship
   . other (specify)
   - _____
   - _____

3. One of the objectives of North York schools is to foster the personal, social and emotional growth of students.

   a) What aspects of this school's program foster such growth?

   b) Is there anything else this school could do to encourage growth in these areas?

STUDENTS

OBJECTIVE 3: for Intermediate/Secondary schools, to examine the extent to which students are provided with opportunities to acquire the skills and attitudes that will lead to satisfaction and productivity in the world of work

1. School staff provide students with:
   - . information about careers
   - . awareness about occupational stereotyping according to gender or ethnic/racial background
   - . understanding of the value of good work habits such as flexibility, initiative, leadership, ability to cope with stress and regard for the dignity of work

2. Career information in the school:
   - . location (e.g. Guidance office, Career Centre)
   - . accessibility (hours that centre is open for students)
   - . assistance available (appointment versus drop-in)
   - . courses or programs (e.g. World of Work, Co-operative Education)
   - . other (specify)
     - - _____
     - - _____

3. Subject teachers provide information about careers related to their subject areas (in line with OS:IS)
   - . How?
   - . Frequency

OBJECTIVE 4: to examine issues related to Home-School Relations and communication with parents about students and the school

1.a) School has a communication policy for keeping parents informed about individual students:
- . Frequency
- . Parent/Teacher Conferences
- . Formal reporting
- . Other communications (e.g. phone calls, letters or meetings at school)

b) Focus of communication with parents about individual students
- . accomplishments or improvements
- . academic concerns
- . behavioural, social, emotional concerns

c) Parents-as-Partners
- . Parents involved in at-home learning activities in consultation with the school and/or with materials provided by the school
- . Parent Education Programs or Workshops (cite examples)
- . Parent Volunteer Program
  - Describe number of participants, organization and management of program, focus of volunteer activities, problems experienced
- . Procedures used for handling feedback from parents about the school or its programs:
  - praise of school, programs or teachers; complaints (How are complaints or parental concerns handled?)

d) Effectiveness of communications and/or such programs in promoting better home-school relations or better student outcomes

e) Problems experienced involving parents in Parent/Teacher Conferences or other programs for parents.
- . Describe

2. School has a communications policy regarding the school, its activities and programs, special events or the special accomplishments of staff or students:
- . Newsletters (number per year school-wide, other newsletters for individual classes, programs, divisions, etc.)
- . Open House (how frequent; number of people attending)
- . School Musical or Variety Shows
- . School Awards Nights (attendance)
- . Other communications?
  - _____
  - _____

3. Parent organizations currently active in your school
- . number of meetings annually
- . number of members
- . number and types of activities

PLANT/FACILITIES

Objective 1: to examine the school and grounds in terms of their aesthetic qualities

1. Landscaping

2. Appearance of Grounds/Building
   . Probe for concerns/suggested remedies

3. Display Cases/Boards
   . Attractive/Topical
   . Adequate number relative to student population

Objective 2: to examine environmental issues affecting staff and students

1. General school environment
   . Air quality
   . Lighting
   . Noise
   . Temperature regulation
   . Probe for concerns/suggested remedies

Objective 3: to examine issues related to maintenance and repair/refurbishing

1. Daily maintenance/cleaning by caretaking staff
   . Classrooms
   . Halls, entrances
   . Washrooms
   . Lunch facilities
   . Probe for concerns/suggested remedies

2. Procedures for Minor Improvements
   . Role of caretaking staff
   . Scheduling procedures
   . Punctuality of completion of service
   . Probe for concerns/suggested remedies

Objective 4: to examine issues related to community use of plant/facilities

1. Description of extent and nature of community use:
   - . Number of permits granted
   - . Timing of use (day, evening, weekends, summer)
   - . Number of persons using school facilities (approximate)
   - . Purposes of Use
   - . Probe for concerns/syggested remedies

2. Accommodations required for community use:
   - . Organization of classrooms, other areas
   - . Provision of equipment and materials
   - . Adequacy of space
   - . General maintenance
   - . Probe for concerns/suggested remedies

3. Miscellaneous Issues:
   - . Adequacy of signs to locate main office and key facilities
   - . Adequacy of lighting of parking lot and walkways
   - . Adequacy of parking
   - . Access to pay phones
   - . Facilities to permit access to handicapped persons (ramps, washrooms, etc.)

Objective 1: to examine the implementation of Supervision for Growth policy

1.a) List or describe any school or division-wide areas of focus of Supervision for Growth activities in 1988/89

e.g. related to - specific thrusts in the school plan,
- particular components of effective teaching,
- specific Board or Ministry policies or guidelines

b) List or describe examples of the areas of focus and/or objectives selected by individual staff
- Administrators
- Conveners, chairs, department heads
- Teachers

2. Provide examples of the types of professional growth activities in which staff have been involved in 1988/89
- Administrators
- Conveners, chairs, department heads
- Teachers

3. Staff perceptions of the effectiveness of the Supervision for Growth process in meeting their professional growth needs
- Administrators
- Conveners, chairs, department heads
- Teachers

4. Problems in the implementation of Supervision for Growth
- Resources needed (e.g. human, material)
- Adequacy of central support
- Adequacy of training
- Other issues (specify)

5. Recommendations for:
- further development of Supervision for Growth
- changes to enhance implementation